

# SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



## **Electronic Application Process**

Applicants are **required** to complete and submit the application, including all required attachments to:

**[Cunningham-powellL@michigan.gov](mailto:Cunningham-powellL@michigan.gov)**

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

## **Contact Information**

All questions related to the preferred provider application process should be directed to:

Louretta Cunningham-Powell  
Consultant  
Office of Education Improvement & Innovation

OR

Anne Hansen  
Consultant  
Office of Education Improvement & Innovation

Telephone: (517) 335-4733

Email: [Cunningham-powellL@michigan.gov](mailto:Cunningham-powellL@michigan.gov)

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers...". To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

<b>Exemplar</b>	<b>Total Points Possible</b>
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

**Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.**

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1	15 points	
Section 2	10 points	
Section 3	10 points	
Section 4	10 points	
Section 5	10 points	
Section 6	10 points	Section 6 must be completed by all applicants.

## APPLICATION OVERVIEW

**The Application is divided into four sections.**

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<b>1. Federal EIN, Tax ID or Social Security Number</b>		<b>2. Legal Name of Entity</b>	
27-2433992		Skills of Success, LLC	
<b>3. Name of Entity as you would like it to appear on the Approved List</b>			
Skills of Success, LLC			
<b>4. Entity Type:</b>		<b>5. Check the category that best describes your entity:</b>	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
<b>6. Applicant Contact Information</b>			
Name of Contact Vicky Franklin		Phone 248 250-1438	Fax 586 226-1574
Street Address 19785 W. 12 Mile Rd. #211		City Southfield	State MI
E-Mail skillsofsuccess44@yahoo.com		Zip 48076	
Website			
<b>7. Local Contact Information</b> (if different than information listed above)			
Name of Contact		Phone	Fax
Street Address		City	State
E-Mail		Zip	
Website			
<b>8. Service Area</b>			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

## 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: \_\_\_\_\_

In what capacity are you employed or do you serve (position title): \_\_\_\_\_

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

## **SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

### ***Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)***

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

**Exemplar 1 Narrative Limit: 4 pages (insert narrative here)**

The ultimate goal of education in the 21<sup>st</sup> century is not only the mastery of content knowledge but also the mastery of the learning process, which prepares one for a lifetime of learning.

Skills of Success (S.O.S) number one priority is to ensure that students reach their highest potential. In order for that to happen there have to be mechanisms in place to enable them to do so.

S.O.S provides after-school programming and tutoring services that is tailored to each student's need to help strengthen basic math and reading skills and to increase student achievement. Our program is unique in its delivery in which we use technology to enhance basic math and reading skills. We realize when integrating technology into instruction, students gain more than just knowledge of subject areas- they also acquire skills that are necessary to be productive and competitive in other areas of their life. In our program real-world simulations was one of the delivery methods used to teach financial literacy to demonstrate how basic math skills will be used in other areas of their lives and by integrating technology made it more interesting to students which kept them engaged in activity. After completing the program and comparing pre-test to post-test scores, students increased their math scores by an average of 25% and reading scores by an average of 20%. An increase in student scores and in knowledge of subject will ultimately have a positive impact on national, state or district assessments.

In addition, we realize that in order to sustain student /teacher success, support systems should include a variety of strategies that address the different learning styles of students. Our support systems will include the integration of technology to curricula that is aligned with the Michigan Grade Level Content. Strategies will include real life application, and ongoing assessment. Teaching and learning strategies also will be differentiated to meet individual student needs to support student success. Professional development will be put in place to support new teaching strategies and technology integration. The application of technology will be aligned with local and /or State curriculum standards that support student learning.

Our content delivery systems and mechanisms are proven to result in dramatic student achievement. Delivery of services may vary depending on school district's improvement plan. All materials are aligned with State GLCE's. Materials will address specific needs and learning styles of student. A variety of mechanisms will be used to increase student achievement however, teaching strategies are not limited to the following:

**Real-world simulation**

Real-world simulations are proven to be more effective than drill and practice application. Simulations, multimedia and lessons based on problem-solving skills help to increase student motivation, which is a strong indicator to student achievement. According to Dewey (1916), the more students are able to relate their own lives and experiences to academic work, the more scholastic success they will achieve. Therefore academic problems and questions can be effective if they connect to real life situations or personal experiences encountered by students.



## Modeling

Modeling is used to "demonstrate." A teacher may clarify to students what is expected by performing the behavior as a model of what to do. The purpose of this form of modeling is clear communication. Another form of modeling is to "practice what you preach." in regular practice and behavior, the teacher is a model of thoroughness, or self-evaluation, or courtesy, or whatever else is expected of students.

## Modification

Modification is used when a curriculum modification is made, either the specific subject matter is altered, or the performance level expected of the student is changed; a curriculum modification is made when a student is either taught something different from the rest of the class or taught the same information but at a different level of complexity.

## Coaching

Coaching is used when live or animated support is provided by an agent to help the performance of a task; aimed at improving the performance of the learner.

Also, through job embedded professional development Principals and school leadership teams will be invested in the same professional development process as teachers and support staff, so that they are aware of how integrated technology is used to increase student achievement. Teachers and support will learn the skills needed and have the capability to integrate a wide range of media, such as videos, digital devices and virtual environments into daily instruction. Finally, to ensure that student success is being accomplished and outcomes of that district are being met, a comprehensive short cycle summative assessment system will be put in place to measure performance and how well instructional goals are met.

To start, students will be administered a diagnostic test to determine their strengths and areas needing improvement. Assessments are differentiated by student need and grade level. The following assessment system will be used to measure progress:

- **Pre-tests or screening assessments**
- **Ongoing assessments**
- **Post-test or final assessments**

**Pre-tests or screening assessments** determine students' knowledge for beginning, intermediate or advanced placement. Based on assessment results students will receive individualized instruction that will address that students' need.

**Ongoing assessments** use the instructional process to check the progress of each student to determine if individual needs are being met. This assessment can readily determine each student's retention of program content.

**Post-tests or final assessments** check for retention of important skills.

These assessments will be high quality. The content assessment and the format of the assessment will match what is taught and how it is taught so that curriculum and instruction can be tailored so that goals are better met and are linked to the school improvement plan.

**Exemplar 2: Use of Scientific Educational Research**  
**(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

**Exemplar 2 Narrative Limit: 3 pages (insert narrative here)**

During the 2010/2011 academic school year we serviced over 100 students in the Detroit, Flint and Saginaw school districts; grades ranging from 2<sup>nd</sup> to 12<sup>th</sup> grade. The students that participated in the program responded well to the instructional materials and activities relating to language arts and mathematics. Real world simulations, modeling, modification, coaching and technology based delivery systems were used to help strengthen their math and reading skills. It is important for students to see and understand the relevance of what they are learning. After completing the program a sample of 50 students were taken from both elementary and secondary school settings and a comparison of the pre-test and post-test were done. Students increased their math and reading skills by an average of 20 percent in each grade level and 30 percent cumulatively (test scores can be provided upon request). These numbers indicate a significant change not only in test scores but in subject knowledge.

An increase in student scores will ultimately have a positive impact on district, state and national assessments. Based on scientific educational research and evidence, research findings show that when technology is effectively integrated into teaching and learning it has a positive impact on student achievement, resulting in increased test scores and the acquisition of 21st century skills (*Maximizing the Impact: The pivotal role of technology in a 21st century education system*. 2007). A study by the National Institute for the Improvement of Education (Renyi, 1996) found that 73 percent of surveyed teachers cited improved student achievement as an outcome of professional development. “Schools should provide teachers with abundant opportunities to become fluent in using technology to bolster instruction and help higher-order thinking and problem-solving skills,” notes the National Staff Development Council (1999). As a result, the use of technology enables teachers to implement new teaching techniques, to help student work collaboratively and to assist students who have various learning styles and special needs, and to expose students to a broad range of information and experts. Further, this research presents convincing evidence that technology integration across all segments of K–12 students, is helping to advance equity and access in historically high-need schools and communities. It is fortifying today’s generation with a foundation of technology-based skills that fit within the larger picture of global competitiveness (Adams, D. & Hamm, M. 2008). Differentiated Instruction (The Direct Instruction Method), is designed to improve academic achievement through lecture, didactic questioning, explicit teaching, practice and drills, and demonstrations (Sommers, J., 1991). A 2002 study by Bonnie Grossen of the University of Oregon demonstrated the effectiveness of Direct Instruction at Charles M. Goethe Middle School, a high-poverty, low performing school in Sacramento City, California. Students at Goethe improved by two grade levels during the first year in both reading comprehension and mathematics. During year one, the number of English language learners reading at approximately grade level (grade 7 and above) increased by more than 3.5 times. In year two, students again showed a two-year gain for one year of instruction at all instructional levels. Goethe Middle School achieved the highest gains among all low-achieving middle schools in California. Based on research, the National Institute for Direct Instruction has demonstrated that this mode of classroom instruction has increased student achievement which has been used successfully to guide students’ learning of everything from basic operations, strategies, and applications to more complex operations throughout their various levels of education (Grossen, B. 2004). In December 2004 Woodlawn Community Academy of Chicago led 79 Chicago public schools that posted major gains on both local and

state tests. “Woodlawn officials attributed its double-digit gains to redoubled use of Direct Instruction (Grossman, K. 2004).

Direct Instruction (DI) is a highly structured approach to instruction designed to accelerate the learning of at-risk students. Previously known as DISTAR (Direct Instruction Systems for Teaching Arithmetic and Reading), DI is based on the theory that learning is maximized when instructional presentations are clear. The National Institute for Direct Instruction did a study over a 7-year period (1985-1992) in a community of approximately 500 people. A sample was taken of one hundred and twelve middle school students that were at risk for academic failure. At the time of this study, there were a significant number of transient families. A large number of students from these families were found to be “at-risk”. Students considered to be “at-risk” scored below the 50<sup>th</sup> percentile on two standardized tests (i.e., Gates-MacGinitie Reading Test, Stanford Mathematics Test). The dependent measure used was the Key Math and Reading Diagnostic Test. The post-test results on the key diagnostic test showed average gains of 1.2 months per month of instruction. Results were only reported as grade level gains (Sommers, J., 1991). Direct Instruction methods include: lecture, didactic questioning, explicit teaching and practice, drilling and demonstrations. The National Institute for Direct Instruction has demonstrated that this mode of classroom instruction has increased student achievement which has been used successfully to guide students’ learning of everything from basic operations, strategies, and applications to more complex operations throughout their various levels. Evidence of this can be seen in over 30 years of published research in various settings (Adams & Engelmann, 1996).

Based on scientific educational research and evidence the delivery method that Skills of Success uses is successful in improving performance in elementary and secondary education. The program method and content uses the Direct Instruction method which will include activities that enhance student’s math and reading skills through real life application, modeling, modification and coaching. To begin, students will learn basic facts and operations, problem solving strategies and methods of exploration. These methods will be modeled, practiced and re-taught as needed. Students will benefit from step-by-step instruction that takes students from the level they are on Bloom’s Taxonomy to where they need to be. The goal is to build confidence and fill in gaps in students’ mathematical understanding and reading comprehension. Once students have learned the basic problem-solving and comprehension skills, the activities used will improve their thinking and help them apply their newly-learned skills in the classroom and to everyday life.

It is important for students to see and understand the relevance of what they are learning. The instructional curriculum intent is to increase students’ achievement on the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME). All provided instructional materials are aligned to the Michigan Grade Level Content Expectations (GLCE) and Michigan Merit Core (MMC). Materials are secular, non ideological and neutral in content. Research findings show that when technology is effectively integrated into teaching and learning it has a positive impact on student achievement, resulting in increased test scores and the acquisition of 21st century skills.

**Exemplar 3: *Job Embedded Professional Development***  
**(15 points possible)**

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff

**Exemplar 3 Narrative Limit: 2 pages (insert narrative here).**

Skills of Success (S.O.S) believe that educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies. Principals and School leadership teams will be encouraged to and should invest in the same professional development process as teachers and support staff, so that they are aware of how technology is used and applied in the classrooms and see what is experienced firsthand. The job-embedded professional development plan should include the following components, these components enables lifelong ways to enhance teaching and learning strategies

- ***Hands-On Technology Use-*** Technology can be integrated by using electronic devices (i.e. Ipad, notebook, graphing calculator, etc.). It will also allow ample opportunities to practice with these technological devices, which will promote confidence in its' use both inside and outside the classroom.
- ***Variety of Learning Experiences*** - Technology integration can provide effective instruction that focuses on teaching strategies that engages the student (strategies that will include real life simulation, modeling, modification and coaching). The use of assistive technology must be applied to real-life problems and challenges and be part of the everyday classroom experience. The more fully assistive technology is integrated into the methods and materials used by classroom teacher, the more it helps a student learn.
- ***Curriculum-Specific Applications*** How teachers integrate technology into the content area.

**Principals and school leadership teams** are made aware of and trained on the best practices on the use of technology in their schools.

**Teachers and support staff** are provided with the above strategies that integrates technology into classroom learning.

When fully implemented an effective professional development plan will require support from school administrators and leaders. Administrators must have a clear vision of technology to support student learning and an understanding of the roles that all school staff must play in achieving that vision.

**Exemplar 4: Experience with State and Federal Requirements**  
**(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 ( differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)



#### **Exemplar 4 Narrative Limit: 2 pages (insert narrative here)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

##### **Aligning model(s) to be implemented with the School Improvement Framework**

We have had extensive experience providing tutoring and after-school enrichment programs in several districts in the state of Michigan. Our program materials are consistent with the Michigan GLCE's, Michigan High School Content HSEC's and common core standards. It is designed to be flexible to where it will fit any districts needs as well as the needs of student to help increase their content knowledge as well as skill level .

##### **The Michigan Comprehensive Needs Assessments**

The needs assessment is a starting point for us to determine where the student is and where the student needs to be

The Michigan Comprehensive Needs Assessments will be our initial measure to determine if student needs are met. Upon entry to the program students will be administered a diagnostic test to determine their strengths and areas needing improvement. Assessments are differentiated by student need and grade level.

##### **Individual School/District Improvement Plans, North Central Association (NCA)**

Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."

The individual School/District Improvement Plans, and North Central Association goal is to come together as "One Common Voice- One Plan". In order to have "One Plan" the individual school and District improvement process coincide with each other. The process incorporates the NCA process to gather data, analyze data, set goals, plan, implement and evaluate the process at all levels from the district to the individual school.

##### **Understanding of Title 1 (differences between Targeted Assistance and School-wide)**

Targeted Assistance School Program provides funding to a school that is not eligible or has chosen not to operate a school-wide program however provides supplemental educational services to eligible students identified as having the greatest need for special assistance. A State-Wide Program is a reform model that is used to upgrade entire Educational program in a school that receives Title 1 Funding meets the needs of all students in that school building.

## **State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)**

The Michigan Educational Assessment Program (MEAP) is a standards based test that measures how well students in elementary and middle schools (3<sup>rd</sup> through 9<sup>th</sup>) grades are achieving grade level expectations in core subject areas in which students are rated in 1 of 4 levels, 1- Advanced (exceeded standards), 2-Proficient (met standards), 3-Partially proficient (Basic), 4-Not proficient (apprentice). Ideally students score at level one or two. The Michigan Merit Exam (MME) is a standards based exam that is a combination of American College Testing (ACT) entrance exam and the ACT WorkKeys assessment that determines if students are job-ready by testing their reading for information skills and applied math skills.

### **Michigan Grade Level Content Expectations (GLCEs)**

The Michigan Grade level content expectations are standards students are expected to reach in each content area at each grade level.

### **Michigan High School Content Expectations (HSCEs)**

The Michigan High School Content Expectations are content expectations that is the basis for the Michigan Merit Exam which requires students to master content knowledge, have the ability to apply that knowledge to analyze and propose solutions to real life problems.

### **Michigan Merit Curriculum**

The Michigan Merit Curriculum is a set of comprehensive statewide graduation requirements signed into law April 20, 2006. Starting with students entering into the 8<sup>th</sup> grade in 2006, they are required to earn a minimum of 16 credits for graduation. The goal is to prepare students with skills needed to succeed in college and the global economy.

### **Michigan Curriculum Framework**

The Michigan Curriculum Framework is an outcome based set of standards and content of what the student should know and be able to do in each subject area. It serves as a resource for districts to design and implement, and assess instruction in core content area.

### **Section 504 of the Individuals with Disabilities Education Act (IDEA)**

Section 504 prohibits discrimination on the basis of disability in programs or activities that are federally funded. Its' purpose is to ensure that students with disabilities receive the same quality education as students that do not have a disability, and provided with appropriate educational services that meet the needs of those students with disabilities.

All the above elements included in student instruction will produce a productive person that will be prepared for the 21<sup>st</sup> century global competitiveness.

**Exemplar 5: Sustainability Plan**  
**(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

**Exemplar 5 Narrative Limit:** 2 pages (insert narrative here)

In implementing a sustainability plan a continuous improvement process must be put in place to ensure that students and staff succeed. We will work with the district, school leaders, teachers and students to create a sustainable process that will be aligned with the district's plan and implemented over time to ensure that goals are being met. We will assist with developing guidelines shown in the following:

- Assessment of academic needs of students, identify areas of improvement and identify teaching strategies that will be beneficial to struggling students.
- To ensure that new teaching strategies and materials are aligned with state standards and benchmarks and are rigorous in structure and also supports put in place to help engage struggling students.
- Implementation of on-going professional development training that will be provided through various media such as online training, train the trainer and classroom training.
- Assess areas for improvement in current technology and assess current resources that are available, and seek out new resources.

Once the strategic plan has been developed a process will also be put in place to monitor and review plan on a regular basis.

**Exemplar 6: Staff Qualifications**  
**(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

For optimal results, S.O.S. will select and hire professionals that meet the qualifications of the following projected positions. Staff will be hired as needed. To ensure that qualifications are met, applicants will provide their credentials at the time of the interview. Selected staff will possess minimally a bachelor's degree in their field of study and experience.

### **Program Coordinator**

Will oversee Help improve present instructional programs in cooperation with principals, staff and teachers. Monitor student test scores, provide analysis, and recommend materials and techniques to improve student performance. Recruit, interview, train, supervise and recommend additional staff for hire.

### **Instructional Content Coordinator (Education)**

Development of short- and long-range plans for the integration of technology into the instructional program. Implement and coordinate the technology staff development and training program. Coordinate the development and implementation of a comprehensive staff development plan for the use of instructional technology. Provide staff development to teachers and administrators in methods of involving technology in the delivery of curriculum. Assist in integrating technology in the existing instructional curriculum. Develop and implement a continuing evaluation of the instructional technology program and implement changes based on the findings. Ensure that the program is cost-effective and funds are managed prudently.

Staff will be trained and receive written information about on-going in-service opportunities.

## **SECTION C: ASSURANCES**

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

## SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.